



**MAINE  
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2010-2011:** Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

**Adequate Yearly Progress (AYP):** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2011-2012 NCLB Report Card

School: Mt Desert Island High School

SAU: Mt Desert CSD

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# 2011-2012 NCLB Report Card



**School:** Mt Desert Island High School  
**SAU:** Mt Desert CSD  
**Grade:** High School



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	142	135	95	59	58	47	13	46	22	19	130	5	
	2010-2011	108	104	96	57	57	50	13	43	29	14	103	1	0
Female	2009-2010	75	74	99	61	61	49	14	47	20	19			
	2010-2011	58	55	95	51	51	54	15	36	36	13			
Male	2009-2010	67	61	91	56	55	46	11	44	25	20			
	2010-2011	50	49	98	63	63	46	12	51	20	16			
Caucasian/White	2009-2010	135	128	95	60	60	48	13	48	22	18			
	2010-2011	105	101	96	57	57	51	14	44	29	14			
African American/Black	2009-2010	1	1	100			28							
	2010-2011	3	3	100			23							
Hispanic	2009-2010	3	3	100			42							
	2010-2011	0	0				45							
Asian or Pacific Islander	2009-2010	3	3	100			41							
	2010-2011	0	0				51							
American Indian or Native Alaskan	2009-2010	0	0				27							
	2010-2011	0	0				35							
Economically Disadvantaged	2009-2010	34	30	88	40	39	31	<1	40	37	23			
	2010-2011	26	25	96	56	56	34	8	48	36	8			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	19	17	89	47	44	16	<1	47	24	29			
	2010-2011	14	13	93	15	15	17	<1	15	38	46			
Limited English Proficient	2009-2010	5	5	100			13							
	2010-2011	0	0				9							

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

# 2011-2012 NCLB Report Card



**School:** Mt Desert Island High School  
**SAU:** Mt Desert CSD  
**Grade:** High School



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	142	134	94	57	57	45	6	51	28	14	130	4
	2010-2011	108	104	96	53	53	49	8	45	31	16	103	1
Female	2009-2010	75	74	99	59	59	43	5	54	26	15		
	2010-2011	58	55	95	45	45	47	5	40	42	13		
Male	2009-2010	67	60	90	55	54	47	7	48	32	13		
	2010-2011	50	49	98	61	61	51	10	51	18	20		
Caucasian/White	2009-2010	135	127	94	57	57	46	6	52	30	13		
	2010-2011	105	101	96	54	54	50	8	47	29	17		
African American/Black	2009-2010	1	1	100			22						
	2010-2011	3	3	100			21						
Hispanic	2009-2010	3	3	100			40						
	2010-2011	0	0				36						
Asian or Pacific Islander	2009-2010	3	3	100			51						
	2010-2011	0	0				62						
American Indian or Native Alaskan	2009-2010	0	0				28						
	2010-2011	0	0				32						
Economically Disadvantaged	2009-2010	34	29	85	34	33	28	<1	34	45	21		
	2010-2011	26	25	96	48	48	31	4	44	44	8		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	19	16	84	38	35	14	<1	38	25	38		
	2010-2011	14	13	93	<1	<1	15	<1	<1	38	62		
Limited English Proficient	2009-2010	5	5	100			16						
	2010-2011	0	0				17						

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# 2011-2012 NCLB Report Card



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**Grade:** High School



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Group	Science Assessment Data																										
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students															
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment														
All Students																											
	2010-2011	108	104	96	50	50	44	7	43	19	31	103	1														
Female																											
	2010-2011	58	55	95	44	44	40	7	36	24	33																
Male																											
	2010-2011	50	49	98	57	57	48	6	51	14	29																
Caucasian/White																											
	2010-2011	105	101	96	50	50	45	7	44	20	30																
African American/Black																											
	2010-2011	3	3	100			19																				
Hispanic																											
	2010-2011	0	0				37																				
Asian or Pacific Islander																											
	2010-2011	0	0				49																				
American Indian or Native Alaskan																											
	2010-2011	0	0				26																				
Economically Disadvantaged																											
	2010-2011	26	25	96	40	40	29	8	32	28	32																
Migrant																											
	2010-2011	0	0																								
Students with Disabilities																											
	2010-2011	14	13	93	<1	<1	14	<1	<1	8	92																
Limited English Proficient																											
	2010-2011	0	0				10																				

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	96	96	96	58	58	49	96	96	96	55	55	47	81	81	83
Caucasian/White	96	96	96	59	58	50	96	96	96	56	56	48	83	83	83
African American/Black	*	*	93	*	*	26	*	*	93	*	*	22	33	33	73
Hispanic	*	*	90	*	*	44	*	*	90	*	*	38	50	50	77
Asian or Pacific Islander	*	*	96	*	*	47	*	*	96	*	*	55	50	50	89
American Indian or Native Alaskan	*	*	89	*	*	31	*	*	88	*	*	30	100	100	67
Economically Disadvantaged	*	*	94	47	46	33	*	*	94	40	40	30	54	54	71
Students with Disabilities	*	*	91	33	32	17	*	*	91	21	20	15	42	42	65
Limited English Proficient	*	*	94	*	*	11	*	*	94	*	*	16	0	0	80

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

# 2011-2012 NCLB Report Card

## Maine Teacher Quality Data



**School:** Mt Desert Island High School  
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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	19	8	22	1	1	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	3.89

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.